

The Commonwealth of Massachusetts

STATE TEACHERS COLLEGE

AT

NORTH ADAMS



ESTABLISHED 1894

CATALOG

1950-1951



CATALOG AND CIRCULAR OF INFORMATION

OF THE

MASSACHUSETTS STATE TEACHERS COLLEGE

AT

NORTH ADAMS

Accredited by the
AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION



FOUR YEAR COURSES

leading to degree of

BACHELOR OF SCIENCE IN EDUCATION

GRADUATE COURSES

leading to degree of

MASTER OF EDUCATION

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The Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION

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ANDREW S. FLAGG, Sc.B. in Ed., Ed.M., *Dean of Men.*

BETH A. WESTON, Sc.B., in Ed., Ed.M., *Dean of Women.*

Faculty

GROVER C. BOWMAN, A.B. (Williams College), A.M. (Yale University), Ed.D. (Rhode Island College of Education), *President.*

LILLIAN E. BOYDEN, Sc.B. in Ed. (Boston University), A.M. (Boston University), *Associate Professor.*

MARTHA E. DURNIN, Sc.B. in Ed. (Boston University), A.M. (Columbia University), *Assistant Professor.*

ANDREW S. FLAGG, Sc.B. in Ed. (Massachusetts School of Art), Ed.M. (North Adams State Teachers College).

EUGENE L. FREEL, A.B. (Holy Cross), LL.B. (Fordham University), A.M. (New York State Teachers College, Albany), Ph.D. (New York University), *Associate Professor.*

KALERVO KANSANNIVA, Sc.B. in Ed. (Fitchburg State Teachers College), Ed.M. (Fitchburg State Teachers College), *Assistant Professor.*

MARGARET M. LANOUÉ, Sc.B. in Ed. (North Adams State Teachers College), Ed.M. (North Adams State Teachers College), Sc.B. (Syracuse University), *Assistant Professor.*

EDMUND K. LUDDY, A.B. (Boston College), A.M. (Boston University), *Associate Professor.*

WILLIAM H. MALONE, Sc.B. (Boston College), Ed.M. (Boston College), *Assistant Professor.*

HAZEL B. MILEHAM, Sc.B. (Missouri State Teachers College), A.M. (University of Chicago), Ph.D. (Yale University), *Professor.*

MARY UNDERHILL, A.B. (Radeliffe), A.M. (Radeliffe), Ed.M. (Harvard University), *Associate Professor.*

WALLACE H. VENABLE, Sc.B. (University of Vermont), A.M. (Columbia University), *Associate Professor.*

BETH A. WESTON, Diploma from Sargent School for Physical Education, Sc.B. in Ed. (Boston University), Ed.M. (Boston University), *Associate Professor*.

MARK HOPKINS TRAINING SCHOOL

JOHN A. DURNIN, A.B. (Fordham College), Ed.M. (Boston University), *Principal*.

Instructors

CLAIRE M. BARRY, Sc.B. in Ed., Ed.M. (North Adams State Teachers College).

VIOLA COOPER, Diploma from Powhatan College.

LORETTA J. LOFTUS, Sc.B. in Ed., Ed.M. (North Adams State Teachers College).

HELEN E. MALLERY, Sc.B. in Ed. (North Adams State Teachers College).

MARGARET STEVENSON, Sc.B. in Ed., Ed.M. (North Adams State Teachers College).

JOHN S. SULLIVAN, Sc.B. in Ed. (North Adams State Teachers College), A.M. (Columbia University).

MARY WALSH, Sc.B. in Ed., Ed.M. (North Adams State Teachers College).

Librarian

MARGARET M. LANOUÉ, Sc.B. in Ed., Ed.M., Sc.B. (Library Science).

Physician and Director of Health

ROBERT J. CARPENTER, M.D.

Matron of Taconic Hall

PEARL S. BETCHER

Office

VINCENT F. MOLONEA, B.B.A., *Principal Clerk* (acting).

BERTHA L. ALLYN, *Senior Clerk*.

COLLEGE CALENDAR

1950-51

September 8, 1950	ENTRANCE EXAMINATIONS
September 11, 1950	REGISTRATION—ALL CLASSES
September 12, 1950	CLASSES BEGIN
October 12, 1950	COLUMBUS DAY
November 11, 1950	ARMISTICE DAY
November 23, 1950	THANKSGIVING RECESS BEGINS
November 27, 1950	CLASSES RESUMED
December 15, 1950	CHRISTMAS RECESS BEGINS
January 3, 1951	CLASSES RESUMED
January 26, 1951	FIRST SEMESTER CLOSES
January 29, 1951	REGISTRATION—SECOND
January 30, 1951	CLASSES BEGIN
March 23, 1951	SPRING RECESS BEGINS
April 2, 1951	CLASSES RESUMED
April 19, 1951	PATRIOTS' DAY
May 30, 1951	MEMORIAL DAY
June 3, 1951	COMMENCEMENT

GENERAL INFORMATION

The State Normal School at North Adams was established by the Legislature in 1894. Building was immediately started and the first classes were instructed in 1897. In 1932 the name was changed by legislative act to the State Teachers College at North Adams and four-year courses leading to the degree of Bachelor of Science in Education were instituted. In 1937 the Legislature authorized the offering of graduate courses leading to the degree of Master of Education.

The college buildings are located on a terraced hillside in the residential section of the city. The site affords a vista of the Hoosick Valley and the surrounding Berkshire Hills and Green Mountains. The campus consists of well-kept lawns, gardens and playing fields. The main building known as College Hall provides large classrooms, laboratories and lecture halls. In it are the Library, Art Gallery, Assembly Hall, and administration offices. Taconic Hall, the dormitory, provides room and boarding facilities for one hundred women. In it are commodious social halls and the women's gymnasium. Adjoining the campus is Mark Hopkins Training School, a modern elementary school of sixteen classrooms with auditorium and gymnasium. This building was completed in 1938. The President's House is on the main campus.

Six miles to the west is Williams College. Our students have the privilege of attending the many public lectures, concerts and dramatic productions given under the auspices of Williams College. The Art Museum with both permanent and temporary exhibitions affords an unusual opportunity for study in art appreciation. An intra-library exchange makes available the large collection of books in the Williams Library.

Because the college is located in the section of the state in which is found the greatest number of rural schools, it has made its primary aim the preparation of adequately trained teachers for this type of school. That the college has served this purpose is proved by the large percentage of our graduates who find their first employment in rural schools. The placement record of our graduates is very high.

During this post-war period there is a great demand for teachers properly prepared, and to every graduate of a teachers college will come the opportunity to serve the commonwealth and the nation in the fundamental defense of America and its freedom by teaching its children in the elementary schools.

Veteran Education

The college is an approved institution for providing education for the returned veteran under public laws number 346 and number 16.

Expenses

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

- I. Fees for residents of Massachusetts
\$75.00 a year: \$37.50 to be paid at the opening of the college year in September and \$37.50 at the opening of the second semester.
- II. Fees for non-residents of Massachusetts
\$300.00 a year: \$150.00 to be paid at the opening of the

college year in September and \$150.00 at the opening of the second semester.

III. Fees for all students

There is a student fee of \$20.00 to cover the social and club activities of all student associations, and an additional fee for members of the Men's Athletic Association.

IV. Textbooks and Supplies

Students are expected to meet the expense of all necessary textbooks and supplies at an approximate expense of \$50.00 per year.

V. Physical Education Equipment

Men are expected to furnish sneakers and a comfortable costume for athletic activities.

Women are expected to furnish white socks, sneakers, and a sweat shirt. The gym costume obtainable at the college costs approximately \$5.00.

The college has available several scholarship funds which may be used to assist worthy students who need help. There is also available a sum of money known as the Alumni Scholarship Loan Fund which may be used to help students, and there are limited opportunities for some students to earn money at the college.

Accommodations

Room and board is furnished at Taconic Hall for women for \$380.00, payable as follows: Opening of school, September, \$113.00; December 1, \$89.00; February 1, \$89.00; April 1, \$88.00.

Men students may secure quarters in the vicinity of the college for about the same price.

All students for whom rooms are provided in Taconic Hall are required to furnish the following: 4 sheets for single bed, to fit mattress 6 ft. x 3 ft. 6 in.; 4 pillow cases; 1 or 2 bed pillows; mattress pad; blankets and quilts as desired; couch cover or spread for bed; towels, face cloths, toilet soap; 4 napkins and napkin ring; bureau scarf for bureau top 36 in. x 16 in.; window curtains and fixtures for windows 81 in. x 68 in.; electric flatiron, if desired, for use in laundry room. (No electric appliances may be used in the dormitory rooms.)

Requirements for Admission

I. APPLICATION FOR ADMISSION. Every candidate for admission to a teachers college is required to fill out a blank entitled "Application for Admission to State Teachers Colleges" and send it to the president of the teachers college which he desires to enter. This blank may be obtained at the high school or the teachers college and may be filed after January 1 of the candidate's senior year. The blank should be filed by April 1. Applications will be accepted after April 1 but, in any of the Teachers Colleges where waiting lists are established, candidates applying after this date will be placed on waiting lists following the September examinations.

II. BLANK TO BE FILED BY THE HIGH SCHOOL PRINCIPAL. The principal of the high school is expected to fill out a blank giving the

"High School Record" for each year, and a "Rating of Personal Characteristics" and send it to the president of the teachers college.

III. GENERAL QUALIFICATIONS. Every candidate for admission as a regular student must meet the following requirements:

1. *Health.* The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences of satisfactory health.

2. *High School Graduation.* The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.* The "High School Record" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements, or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics.* The "Rating of Personal Characteristics" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. SCHOLARSHIP REQUIREMENTS FOR ADMISSION BY CERTIFICATE. Of the 15 units presented for admission, 12 must be selected from the list following and must include the 7 units listed in this paragraph as "Prescribed." The additional 3 units required may consist of any work which the high school accepts in partial fulfillment of its graduation requirements.

1. *Prescribed 7 Units.*

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

2. *Distribution of Units for Certified Applicants.*

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Commercial Subjects, 2 units; Fine and Practical Arts, 2 units; and Physical Education, 1 unit.

3. *Admission by Certificate (Plan I)*

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly estab-

lished by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by certificate is granted to candidates who present work of certifying grade in 12 units as follows: Seven from the prescribed list and five others from the list given under IV, 2. The number of units offered is subject to the restriction of IV, 2.

In the case of subjects which continue for two years, the grade for the last year must be a certifying grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certifying grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

4. *Admission by Certificate. (Plan II)*

Students in the upper quarter of the high school are eligible for admission without examination provided that they have completed fifteen units and have received passing grades in the seven units listed as "Prescribed."

V. ADMISSION BY EXAMINATION

Students who are not eligible for admission by certificate, or by reason of upper quarter standing as described in the foregoing, but who possess a high school diploma or its equivalent and are interested in teaching, may be admitted to the Teachers Colleges on the successful passing of aptitude tests prescribed by the Department of Education. Candidates applying under this provision will be personally interviewed at the Teachers College to which application is being made and the impression made will have a bearing on the candidate's eligibility.

VI. *Admission of Advanced Students*

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

Scholastic Aptitude Tests

To be given at all the State Teachers Colleges and the Massachusetts School of Art —

April 4, 1950 and September 8, 1950

April 3, 1951 and September 7, 1951

College Year Begins

September 11, 1950

September 10, 1951

Requirements for Promotion and Graduation

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: A-4, B-3, C-2, D-1.
2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "A" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.
3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.
4. Incomplete grades for the first semester must be made up within eight weeks after the termination of the course. Incomplete grades for the second semester must be made up within eight weeks after the opening of college. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)
5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in failed courses subsequently taken and passed.
6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed; or, in the case of electives, other approved courses must be taken and passed before September 1 of the senior year. These courses must be taken in approved summer sessions, or, when possible, during the regular college year. Continuing subjects in which "E" grades have been received must be successfully repeated before the student may take advanced work.
7. The grade for a repeated course will be recorded in the college records as "repeated and passed at with a grade of College". The grade for courses substituted for electives will be recorded in the same way with the elimination of "repeated."

CURRICULUM FOR TEACHERS

The curriculum is designed to give both a general education and the necessary professional knowledge and practice for teaching in the elementary and junior high schools. A majority of the courses are in the fields of knowledge and culture needed for the understanding of the modern world, covering the essential areas of the humanities, sciences, social sciences, and fine arts. The remaining courses which are professional in content, culminate in actual practice teaching in the Training School. Through such a program the college prepares educated and professionally trained teachers for the schools of the commonwealth.

FRESHMAN YEAR

	<i>Semester Hours</i>
English Expression and Literature	7
Natural Sciences	
Biology	6
Mathematics	3
Social Sciences	
World History	6
Art	3
Music	3
Elective	3
Physical Education	1
Total	32

SOPHOMORE YEAR

	<i>Semester Hours</i>
English Expression and Literature	7
Natural Sciences	
Physical Science	6
Social Sciences	
American History and Government	6
Geography	6
Psychology	3
Elective	3
Physical Education	1
Total	32

JUNIOR YEAR

	<i>Semester Hours</i>
Child Study } or Adolescent Psychology }	3
Elementary Curriculum and Methods } or Junior High School Curriculum and Methods }	12
Observation and Participation	4
Sociology	3
*Electives	9
Physical Education	1
Total	32

SENIOR YEAR

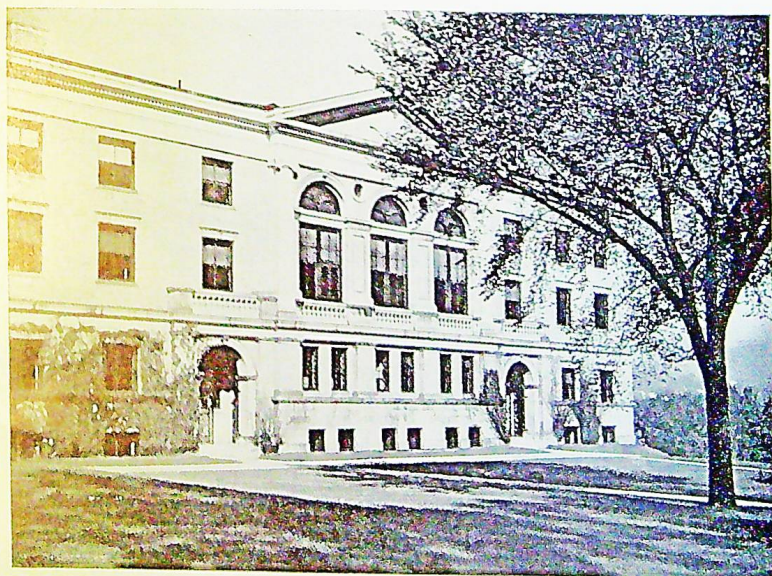
	<i>Semester Hours</i>
Practice Teaching	8
Educational Psychology	3
Juvenile Literature	3
Philosophy and History of Education	3
Tests and Measurements	3
*Electives	2
Physical Education	12
Total	32

*At least six semester hours of Classics must be elected.

Students preparing for Junior High School positions will elect at least 12 semester hours in a subject field as a major.



Taconic Hall



College Hall

DESCRIPTION OF COURSES

* Indicates the course is elective and will be offered if a sufficient number of students elect.

Art

MR. ANDREW S. FLAGG

ART 10—~~HISTORY~~ OF ART 3 semester hours

A study of art as an expression of man's social and cultural growth. The main currents and great periods of art from prehistoric to the present time are considered. Lectures, assigned reading, discussions, study of reproductions, research problems, and studio projects.

ART 20—INTRODUCTION TO ART 3 semester hours

A study of art as a means of personal expression. Discussions, demonstrations, and studio work in many fields of art during which self-expression is strongly encouraged. Drawing, water color painting, design, and other forms of expression will be investigated.

ART 30—ART APPRECIATION* 3 semester hours

This course analyzes the principles of art and considers their application to everyday living. Students will work out personal problems in such fields as costume design, interior decoration, industrial design, city planning, and many other situations where art enters everyday life.

ART 40—CREATIVE ART* 3 semester hours

An advanced studio course for qualified and interested students. Students will be encouraged to carry on individual research, experimentation, and expression in a chosen field of art or crafts. Pupils will be required to confine their work to one field of art in order that greater expression may be facilitated through greater familiarity with their chosen medium.

ART 41—ARTS AND CRAFTS* 3 semester hours

This course is planned to familiarize the future teacher with a wide range of crafts-technique employing materials easily obtained in the average classroom. Experimentation is encouraged and new uses are sought for old or discarded materials.

Education

DR. HAZEL B. MILEHAM, DR. EUGENE FREEL,
MISS MARTHA E. DURNIN, AND STAFF

ED. 20—PROFESSIONAL ORIENTATION 3 semester hours

The course builds perspective for subsequent professional preparation through its emphasis on how the American public elementary school came into being and through systematic observation in the Training School.

ED. 30-31—ELEMENTARY SCHOOL CURRICULUM AND METHODS 12 semester hours

The course lays down the general principles of teaching and learning and applies them to the specific subject-matter areas of Language Arts, Art, Music, Physical Education, Arithmetic, Science, Safety and Health, and Social Studies. The course culminates in a period of active

participation in school activities as they occur in the Training School.
(See Ed. 34)

ED. 32-33—JUNIOR HIGH SCHOOL CURRICULUM AND METHODS

12 semester hours

Covers the same ground as Ed. 30-31 with application to Junior High School problems.

ED. 34—OBSERVATION AND PARTICIPATION

4 semester hours

The course provides a period of sustained, directed observation of methods of teaching, pupil reactions, school procedures and management, as part of a readiness program for the succeeding period, later in the course, of active participation in the types of activities thus observed. The students do co-operative, not independent, teaching in this course.

ED. 35—CHILD PSYCHOLOGY

3 semester hours

A study of the physical, mental and emotional development of the child. Directed observation and lectures from experts in the field of child guidance are part of the course.

ED. 36—ADOLESCENT PSYCHOLOGY

3 semester hours

A course designed to study intensively the problems of the adolescent period. Physiological, emotional, intellectual, and social development are investigated with respect to the problems they occasion.

ED. 40—EDUCATIONAL PSYCHOLOGY

3 semester hours

This course emphasizes the dynamics of the learning process at various age levels. Various approaches to learning are examined.

ED. 41—PRACTICE TEACHING

8 semester hours

A minimum of 125 hours in practice teaching on at least two grade levels, in which the students assume responsibility and independence for planning lessons, teaching, and evaluating the results.

ED. 44—SCHOOL ADMINISTRATION*

3 semester hours

A general survey of the problems of organization and administration of schools dealing with school law, duties of the school committee, training and selection of teachers, school finance, the curriculum, and public relations.

ED. 45—HISTORY AND PHILOSOPHY OF EDUCATION

3 semester hours

A study of the development of education with special emphasis on the period from the Renaissance to the present. The course aims to develop a set of beliefs about education and the evidence for them and encourages critical thinking about persistent problems in education.

ED. 46—READING DIAGNOSIS AND REMEDIAL INSTRUCTION*

3 semester hours

A study of methods and materials of instruction, diagnosis, and remedial work in reading in the elementary school. Participation in remedial practices is a part of the course.

ED. 47—JUVENILE LITERATURE

3 semester hours

This course consists of a survey of reading interests of children of elementary school age, and considers not merely "literature" but every type of reading to help in evaluating the different kinds of books and

their values to children. Numerous selections from many sources are read, and much attention is paid to both authors and illustrators of children's books.

ED. 48—TEACHING THE SLOW-LEARNING CHILD* 3 semester hours

This course offers a study of the psychology of the slow-learning child with methods for removing handicaps and arranging a program in terms of the interests, needs, and abilities of slow-learners.

ED. 410—ADOLESCENT LITERATURE* 3 semester hours

A survey of the literature covering the needs, interests, and materials suitable for the adolescent, and approved by him as an answer to his needs at this period.

English, Literature, and Classics

MISS MARY UNDERHILL, MR. KALERVO KANSANNIVA, AND STAFF

ENGLISH 10—ENGLISH COMPOSITION 3 semester hours

Intensive training in writing exposition, including practice in the use of reference works, in note taking, precis making, outlining, and organization.

ENGLISH 11—ENGLISH COMPOSITION 3 semester hours

A continuation of English 10, in which the subject matter for reading and for expository papers is found in the various types of European literature, beginning with Homer.

ENGLISH 20—AMERICAN LITERATURE 3 semester hours

A survey course stressing the development of indigenous American literature from the early nineteenth century to 1914. Emphasis is given to those classical writers who are identified with specific trends in American literary achievement.

ENGLISH 21—ENGLISH LITERATURE 3 semester hours

The major classics from Chaucer to Hardy, with emphasis on the development of the various genres and on the continuity of English literary tradition.

ENGLISH 30—CONTEMPORARY LITERATURE* 3 semester hours

English and American literature from 1914 to the present, especially fiction, drama, and poetry, read for appreciation and studied critically in connection with the literary reviews.

ENGLISH 40—TWENTIETH CENTURY DRAMA* 3 semester hours

Twentieth century drama in England and America in its development and as influenced by the continental drama. The course will also include a consideration of the dramatic values of moving pictures and radio plays.

ENGLISH 41—APPRECIATION OF SHAKESPEARE* 3 semester hours

A study of the better-known histories, comedies, and tragedies in the light of their lasting value as good theatre, fine poetry, and thought-provoking presentations of man's recurring problems of conduct.

ENGLISH 42—TWENTIETH CENTURY POETRY* 3 semester hours

Study of the various century schools of poetry in England and

America, with attention to the relations of these schools and products to our culture.

SPEECH 10—SPEECH FUNDAMENTALS 1 semester hour

An introductory course in Speech which has for its main objective the development of appreciation for effective oral language usage. Emphasis is upon fundamentals designed to help students make necessary adjustments in speech situations of higher and more complex levels.

SPEECH 20—SPEECH PERSONALITY 1 semester hour

A continuation of the first year Speech course with greater emphasis upon speech types, individual speech personality and remedial work. Extensive use is made of recording equipment and personality tests.

Classics 30-31* 6 semester hours
40-41* 6 semester hours

This course is designed to give the student an understanding and appreciation of the background and roots of western civilization as they are incorporated in outstanding works of literature, philosophy, history, art, science, and religion. The course involves the thorough reading and discussion of a selected number of books and draws on the entire faculty for instruction and administration.

The course will be offered in four half-year units of 3 semester hours each, with books selected respectively from the Classical Period, the Middle Ages, the Renaissance, and the Modern Period.

At least two units of 3 semester hours each must be elected before graduation.

Music

MISS LILLIAN E. BOYDEN

MUSIC 10—MUSIC APPRECIATION 3 semester hours

A study of musical form as it is used by composers of serious music from the late seventeenth century to the composers of today. The place of modern music in contemporary life.

MUSIC 20—ELEMENTARY THEORY AND HARMONY 3 semester hours

A careful study of the theory of music and enough elementary harmony to give the student ability to harmonize any simple melody. This course includes ear-training in key-board dictation.

MUSIC 30—HISTORY OF MUSIC* 3 semester hours

A study of the art of music through the ages and the men who have directed its processes.

MUSIC 40—MUSIC OF THE NINETEENTH CENTURY* 3 semester hours

This course will consider all aspects of the Romantic Era. The part played by improved instruments in changing the texture of symphonic music and the composers who were able to utilize these possibilities will be studied.

Philosophy and Psychology

DR. EUGENE L. FREEL

PSYCHOLOGY 20—GENERAL PSYCHOLOGY 3 semester hours

This course introduces the student to the principles and laws which describe and explain human behavior. It aims to give the student an

understanding of the factors in human development: the emotions, personality, intelligence, learning, thinking, and getting along with people.

PSYCHOLOGY 40—PERSONALITY AND MENTAL HYGIENE* 3 semester hours

Study of personality structure in the normal and abnormal individual. Basic principles and practices of mental hygiene as encountered in the classroom, with suggestions for guidance of the problem child.

PSYCHOLOGY 42—SOCIAL PSYCHOLOGY* 3 semester hours

A study of the sources and interactions between the individual and the group, with special attention to social influences on motivation, emotional behavior, attitudes, and leadership.

PHIL. 40—INTRODUCTION TO PHILOSOPHY* 3 semester hours

An introduction to major problems in philosophy and historic attempts to solve them. Special attention is given to the structure of philosophic thinking and its application to situations which the student can identify in his or her own experience.

For *Child Psychology* and *Adolescent Psychology*, see under *Education*

Physical Education and Health

MISS BETH A. WESTON AND MR. WILLIAM H. MALONE

P.E. 10-11—PHYSICAL EDUCATION FOR WOMEN 1 semester hour

Emphasis is placed upon building health, endurance, and good posture through systematic exercises, athletics, and dancing. Skills and a knowledge of the rules of individual team games such as badminton and tennis are introduced, with the hope that these will be carried on by the individual in after-school life.

P.E. 20-21—PHYSICAL EDUCATION FOR WOMEN 1 semester hour

A renewed emphasis is placed upon all types of activities for small groups which will carry over into the recreational after-school life. Modern dance techniques are stressed and some folk and athletic dances are also taught.

P.E. 30-31—PHYSICAL EDUCATION FOR WOMEN 1 semester hour

In addition to the recreational activities stressed the first two years, various types of activities suitable for elementary school children are taught. More difficult dance techniques, and the ability to make up simple dances, and the knowledge and practice in refereeing team games are also given.

P.E. 40-41—PHYSICAL EDUCATION FOR WOMEN 1 semester hour

Folk dancing, recreational and athletic games are reviewed. There is an increased knowledge of and participation in team games for junior high school pupils, and the choreography of the modern dance is emphasized.

PHYSICAL EDUCATION FOR MEN 1 semester hour

This course is designed to give the exercise essential to bodily development through varied and rigorous calisthenics and organized games.

P.E. 12—PHYSIOLOGY AND HYGIENE 3 semester hours

This course considers the functions and the care of the body and those knowledges and appreciations of community hygiene that are necessary for the greater social worth of the individual.

P.E. 30-40—CHILD HEALTH* 3 semester hours

The aim of this course is to acquaint the student with a general knowledge of the school health program. School sanitation, communicable disease control, remedial physical defects, etc., are some of the topics studied.

Science and Mathematics

MR. WALLACE H. VENABLE, MR. WILLIAM H. MALONE,
MISS BETH A. WESTON

SCI. 10—BIOLOGY 3 semester hours

The student is made acquainted with the common biological elements of his environment and is given an understanding of the principles of modern biology which are a part of the culture of an educated layman.

SCI. 11—PHYSICAL SCIENCE 3 semester hours

The object of this course is to help the student understand everyday physical phenomena and to give him knowledge of the principles of physical science and some acquaintance with the physical scientists.

SCI. 21—GLOBAL GEOGRAPHY 3 semester hours

The physical world of land, air, and water is examined to discover the limits it places upon man's adjustments; at the same time it is shown that man, through discoveries and inventions, has changed, and is changing his geography.

SCI. 30—HISTORY OF SCIENCE* 3 semester hours

A study of the development of scientific ideas, discoveries, and their applications as exemplified in the works and writings of great scientists, both ancient and modern.

SCI. 30-40—ENVIRONMENTAL STUDIES* 3 semester hours

An examination of the elements of the environment, both biological and physical, to discover their relationships and to use them to understand and exemplify scientific principles.

CHEM. 11—CHEMISTRY, GENERAL INORGANIC* 3 semester hours

A study of various substances, their properties and uses, with emphasis on the application of the atomic theory and its implications. Two lectures and one laboratory period weekly.

CHEM. 22—CHEMISTRY, GENERAL INORGANIC* 3 semester hours

A systematic study of the ionic theory with emphasis on the separation and identification of the ions. Two laboratory periods and one lecture weekly.

SCI. 12—PHYSICS* 3 semester hours

A general introductory course, including mechanics, heat, light, sound, electricity.

MATH. 10—GENERAL MATHEMATICS 3 semester hours

This course includes elements of arithmetic, algebra, geometry, and trigonometry with special emphasis upon appreciation of their development and their contribution to our civilization.

MATH. 11—MATHEMATICAL ANALYSIS* 3 semester hours

A course based on the function concept which gives the student an understanding and appreciation of the general areas of mathematics and,

in addition, enough skill to continue in a special field should he so desire.

MATH. 21—ADVANCED MATHEMATICAL ANALYSIS* 3 semester hours

A continuation of Mathematics 11 including exponential, logarithmic, and trigonometric functions.

Social Studies

MR. EDMUND K. LUDDY, DR. GROVER C. BOWMAN,
MISS LILLIAN E. BOYDEN, MR. KALERVO KANSANNIVA

HIST. 10—HISTORY OF CIVILIZATION I 3 semester hours

A survey course giving broad emphasis to the political, social, economic, intellectual and aesthetic developments which establish our historical heritage. The major contributions of civilizations from the earliest beginnings through the feudal period are stressed.

HIST. 11—HISTORY OF CIVILIZATION II 3 semester hours

A continuation of the previous course stressing the evolution of modern national states and the development of western civilization from the Renaissance to contemporary times.

HIST. 20—AMERICAN GOVERNMENT 3 semester hours

This is a study of the organization and functions of our federal government and of the relations between it and the states. The framework of state government is also studied.

HIST. 21—AMERICAN HISTORY 3 semester hours

This course includes the study of the development of the American political, economic, and social structure from the beginning of our national history to contemporary times.

GEO. 20—ECONOMIC GEOGRAPHY 3 semester hours

This course consists of a study of the economic relationships which exist between man and his physical environment, with emphasis upon the material necessary to understand the regional distribution of people, resources, and industry, and the economic interdependence existing between regions and political units in the modern world.

HIST. 30-40—MODERN EUROPEAN HISTORY* 3 semester hours

A study of the political, economic, social and cultural history of the European nations since 1900. Special attention is devoted to the causes and the consequences of the two world wars.

HIST. 31-41—CONTEMPORARY INTERNATIONAL RELATIONS 3 semester hours

A study of major international affairs of contemporary importance, including background material necessary to an understanding of the current situation. Special emphasis is placed on the relationship of United States foreign policy to these situations.

HIST. 32-42—THE UNITED STATES IN THE TWENTIETH CENTURY* 3 semester hours

This course includes a critical analysis of national domestic problems and attempts to solve them, and a similar study of America's part in international affairs since 1900.

Soc. 30—SOCIOLOGY

3 semester hours

This course acquaints the student with the structure and functioning of human society and gives an understanding of sociological concepts and the nature of society in general, so that the student may be able to grasp the reasons for some of the social predicaments of today.

Soc. 31—ANTHROPOLOGY*

3 semester hours

A study of the problems of race, the growth of civilization, the development of industries, forms of art, society, and religion.

EXTRA-CURRICULAR ACTIVITIES

There are several established clubs: Glee Club, Orchestra, Drama Club, Art Club, Current Events Club, Red Cross College Unit, Women's Athletic Association, Men's Athletic Association, and Newman Club.

THE FRANK FULLER MURDOCK HONOR SOCIETY

The Frank Fuller Murdock Honor Society was founded in February, 1945. Its purpose is to provide adequate recognition for those students who have maintained exceptional scholastic achievement in both general and professional courses, and have displayed integrity of character and constructive student leadership. Students who meet the standards of the Society are eligible for associate membership at the end of three semesters and for full membership at the end of five semesters.

MASTER OF EDUCATION DEGREE

During the fall of 1937 a program of studies leading to the graduate degree of Master of Education was inaugurated at the North Adams State Teachers College.

The program is designed to help meet the needs of 1) graduates of liberal arts colleges who wish to teach but whose undergraduate work has not been directed specifically toward teaching; 2) graduates of teachers colleges or schools of education who wish to enrich their liberal arts background prior to teaching; and (3) teachers in service who desire to further their formal education beyond the undergraduate level.

Information regarding requirements for admission and for completion of work for the degree are published in a special bulletin which may be secured from the Director of Graduate Study.

EXTENSION SERVICE FOR BACHELOR'S DEGREE

Late afternoon, evening and summer classes provide an opportunity to teachers in service to secure residence credit toward the Bachelor of Science in Education degree. Two and three-year graduates may have their study since graduation evaluated and receive assistance in planning their degree programs. Careful attention is given to the individual problems of the teacher. Teachers interested in working for the degree are requested to arrange for interviews with the Director of Graduate and Extension study. Notice of extension class programs will be sent on request.

